

HISTORY

Year	Subject	AP	Band A	Band B	Band C
7	History	AP1	<p>Students can:</p> <ul style="list-style-type: none"> • Write a description of a historical period such as Romans or Anglo-Saxon period • Demonstrate good knowledge and understanding of the period studied- detailed facts are recalled and applied to the historical context • Use historical terminology confidently (dark ages, civilised, Christianity, centralisation, harrying of the North, control) • Explain why events happened and can explain different causes (E.g. examines the causes of events leading up to the Battle of Hastings and can prioritise between events of greater and lesser importance) • Recognise and describe the extent of change and continuity using terms such as 'pace' and 'extent'- recognise and describe the nature of changes brought by the Norman Conquest by talking about their pace or extent. 	<p>Students can:</p> <ul style="list-style-type: none"> • Describe some of the characteristics of a historical period/ event • Provide an answer in chronological order; some historical context is applied • Use appropriate historical terminology • (such as Anglo-Saxons, Romans, conquer, religion, Norman, invade, Saxon, shield wall, succession, tactics) • Identify a few different factors/causes of why an event happened (Eg. Why William won the Battle of Hastings) and can show some knowledge of relevant events that led up to the event (Eg: death of Edward 	<p>Students can:</p> <ul style="list-style-type: none"> • Briefly describe a historical period/ event • Recall facts in isolation and with very little development • Use some basic historical terminology • Give one reason/cause why an event happened (E.g: Can select the main reason why William won the Battle of Hastings although the explanation may not be well-explained) • Identify ways in which things changed or stayed the same (describe some of the changes brought by the Norman Conquest).

				<p>the Confessor and multiple contenders)</p> <ul style="list-style-type: none"> • Begin to recognise and describe the extent of change and continuity (recognise and describe the nature of the changes brought by the Norman Conquest). 	
7	History	AP2	<p>Students can:</p> <ul style="list-style-type: none"> • Write a description of a historical period/event more confidently • Write responses in chronological order and with more structure (may notice early attempts of PEEL answer) • Use historical terminology confidently • Explain why events happened and can explain different causes/factors, examine the causes of events and can prioritise between events of greater and lesser importance • Describe multiple consequences of a historical event and start recognizing their impact on future events • Appreciate that there can be more than one way to interpret events/people/places and start describing the importance of them 	<p>Students can:</p> <ul style="list-style-type: none"> • Describe the main characteristics of a historical period/ event • Write responses in chronological order. These are not yet detailed. • Use appropriate historical terminology more frequently in extended writing • Identify different factors/causes of why an event happened and can show some knowledge of relevant events that led up to the event • Start describing one or more consequences of a historical event 	<p>Students can:</p> <ul style="list-style-type: none"> • Describe a historical period/ event with more accuracy • Use some historical terminology in extended writing • Give one reason/cause why an event happened • Able to recognize what are the consequences of a historical event • Can identify and use important people/events/places in written tasks • Start making simple inferences from sources

			<ul style="list-style-type: none"> Start recognising that sources can come in different forms and get information from sources to produce a structured answer 	<ul style="list-style-type: none"> Use sources more confidently and can make inferences Start noticing that there can be more than one way to interpret events/people/places 	
8	History	AP1	<p>Students can:</p> <ul style="list-style-type: none"> Demonstrate detailed knowledge and understanding of the learnt period and start to make link with national/international history Select, organise and use relevant information and make appropriate use of historical terminology to produce well-structured work Their answers may explore many different reasons (E.g: why Henry VIII break with Rome-economic, political, religious and personal reasons) Investigate historical problems and issues, asking and refining their own questions and beginning to reflect on the process undertaken Use sophisticated language in explanations of causation, clearly analysing each factor and showing how 	<p>Students can:</p> <ul style="list-style-type: none"> Demonstrate a more secure knowledge and understanding of the learnt period -has a more secure chronological understanding Select, organise and deploy relevant information and make appropriate use of historical terminology to produce structured work eg. succession, political cause, Reformation, money, Martin Luther Demonstrate that their answers have clear paragraphs but they may lack detail or explanation is not always complete 	<p>Students can:</p> <ul style="list-style-type: none"> Show that they are approaching to a more detailed knowledge and understanding of the learnt period Select and deploy information and make appropriate use of historical terminology to support and structure their work eg. religion, Africans, leader, heir, Catherine of Aragon, Henry VIII Start investigating historical problems such as treatment of Black Africans and begin to ask their own questions - why people have different experiences

			<p>they link both to the question but also to each other (how different causes overlap and influence each other)</p>	<ul style="list-style-type: none"> ● Investigate historical problems and issues and begin to refine their own questions ● Explain why something has happened by referring to a range of causes showing links between them. Able to reach a reasoned judgement about the importance of causes (short and long-term consequences) 	<ul style="list-style-type: none"> ● Begin to explain why something has happened by identifying a range of causes and going some way to show how they impacted on the event. Begin to see links between causes
8	History	AP2	<p>Students can:</p> <ul style="list-style-type: none"> ● The answer is in chronological order and more structured. Demonstrated detailed knowledge and make link with other national and/or international history ● Use a range of historical terminology confidently in an organised and well-structured answer ● Explain why events happened and can explain different causes, examine the causes of events and can prioritise between events of greater and lesser importance ● Describe multiple consequences of a historical event and start recognizing their impact on future events and make 	<p>Students can:</p> <ul style="list-style-type: none"> ● Write a description of a historical period/event more confidently. Demonstrating a secure knowledge and understanding of the topic ● Write paragraph(s) which detail fully what it was like in the time period. ● Use a range of appropriate historical terminology with increasing frequency and accuracy ● Explain how different events can have different consequences 	<p>Students can:</p> <ul style="list-style-type: none"> ● Describe the main characteristics of a historical period/ event with some chronological detail ● Use historical terminology in extended writing ● Briefly explain how an event led to changes in history ● Explain at least one cause and consequence of a historical event (e.g what started Slave Trade) which cause was the most important ● Make simple comments about the content of the source

			<p>a clear judgement which causes were the most influential</p> <ul style="list-style-type: none"> ● Appreciate that there can be more than one way to interpret events/people/places and start describing the importance of them ● Start recognising that sources can come in different forms and get information from sources to produce a structured answer ● Make a more developed comment on the content and/or provenance ● Start applying some contextual knowledge when using sources 	<ul style="list-style-type: none"> ● Explain the relationship between different causes and their different consequences. Start grouping causes when explaining what caused an event to happen ● Make a simple evaluation of a source based on provenance ● Demonstrate comprehension of source material ● Demonstrate limited contextual knowledge when using sources 	<p>which begin to focus on the question</p> <ul style="list-style-type: none"> ● Make generalised comments on the provenance of the source
9	History	AP1	<p>Students can:</p> <ul style="list-style-type: none"> ● Demonstrate a detailed and broad historical knowledge & understanding of more complex changes, including long term changes within a wider chronological and geographical framework. They demonstrate this in their detailed reference to events, dates and technical terms (includes all the 	<p>Students can:</p> <ul style="list-style-type: none"> ● Demonstrate an increasingly detailed historical knowledge & understanding of more complex changes that took place over longer periods in the past. They demonstrate this in their increasingly detailed reference to events, dates, 	<p>Students can:</p> <ul style="list-style-type: none"> ● Demonstrate a growing historical knowledge & understanding of the period studied with some guidance ● Produce linked paragraphs that analyse the significance of an event or why an event happened/ what caused the event with some guidance

			<p>causes of the war and explain in detail how they led to the start of the war)</p> <ul style="list-style-type: none"> ● Produce extended assignments on a range of increasingly complex topics that are well organised and detailed (detailed paragraphs with link to the question) ● Work with increasing independence in analysing the significance of a wide range of inter-connected events within a wide chronological and geographical framework. ● Produce relevant, structured and balanced work ● Use sophisticated language and key terms with accuracy such as colonialism, alliance system, tension, supremacy. 	<p>and technical terms. (include some of the causes that led to the war and can explain at least 1 or 2 of them how they led to the start of the war)</p> <ul style="list-style-type: none"> ● With some support produce extended assignments comprising several paragraphs of organised, detailed and linked explanation on increasingly complex topics. ● Begin to show some independence in analysing and contrasting more complex interpretations of the past, explaining how and why they have been constructed (can explain why the treaty was fair and unfair) ● Assess the role of events, weigh their importance and draw contrasts between events ● Show an increasing confidence in using key terms & concepts with accuracy such as militarism, 	<p>(able to recall some of the causes of the war and can briefly explain how they led to the start of the war)</p> <ul style="list-style-type: none"> ● Produce paragraphs of analysis about contrasting interpretations of the past, explaining how and why they have been constructed with some guidance(briefly able to explain why the Treaty of Versailles was fair or unfair) ● Produce increasingly relevant, structured and evidentially supported work that makes use of key terms & concepts such as causes, ally, fair, treaty, armistice.
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				imperialism, nationalism, terms of the treaty.	
9	History	AP2	<p>Students can:</p> <ul style="list-style-type: none"> • Demonstrate a detailed and broad historical knowledge & understanding of more complex changes, including long term changes within a wider chronological and geographical framework. They demonstrate this in their detailed reference to events, dates and technical terms • With independence produce extended assignments on a range of increasingly complex topics that are well organised and detailed (detailed paragraphs with link to the question) • Work with increasing independence in analysing the significance of a wide range of inter-connected events within a wide chronological and geographical framework. • Developing skills in extended writing: they work with increasing independence to produce relevant, structured and balanced work • Use sophisticated language and key terms with accuracy • Start critically evaluate a wide range of sources using content and provenance 	<p>Students can:</p> <ul style="list-style-type: none"> • Demonstrate an increasingly detailed historical knowledge & understanding of more complex changes that took place over longer periods in the past. They demonstrate this in their increasingly detailed reference to events, dates, technical terms • Produce extended assignments comprising several paragraphs of organised, detailed and linked explanation on increasingly complex topics • Begin to show some independence in analysing and contrasting more complex interpretations of the past, explaining how and why they have been constructed • Assess the role of events, weigh their importance and 	<p>Students can:</p> <ul style="list-style-type: none"> • Demonstrate a growing historical knowledge & understanding of the period studied • Produce linked paragraphs that analyse the significance of an event or why an event happened/ what caused the event • Produce paragraphs of analysis about contrasting interpretations of the past, explaining how and why they have been constructed • Produce increasingly relevant, structured and evidentially supported work that makes use of key terms & concepts • Can evaluate sources using details from it • Begin to think critically about the reliability of sources

			and use these evaluations to support a judgement about an event or person	draw contrasts between events <ul style="list-style-type: none">● Use broad key terms and concepts with confidence● Consider different perspectives on a source● Evaluate the reliability of more than 1 source by considering provenance	
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